DOCUMENT RESUME

ED 102 705 EA 006 826

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TITLE A Day in the Life of Berkeley Superintendent Dick Foster: An Event Analysis.
PUB DATE Apr 75
NOTE 53p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, Washington, D.C., March 31-April 4, 1975)

EDRS PRICE MF-$0.76 HC-$3.32 PLUS POSTAGE
DESCRIPTORS *Administrator Role; *Case Studies; Conflict Resolution; Decision Making; Educational Administration; Elementary Secondary Education; *Interpersonal Relationship; *Leadership Styles; Public Relations; *School Superintendents
IDENTIFIERS Berkeley; California

ABSTRACT

This paper describes and analyzes all of the activities of the Berkeley, California school superintendent on September 20, 1973, a fairly typical workday. Included is a chronological log of each event and personal encounter during the day. All incoming and outgoing correspondence and phone calls for the day are also listed. Altogether the suprintendent had 138 encounters involving 80 different people. Fifteen different roles that were filled by the superintendent during the day are examined, and his interpersonal relationships and professional awareness, knowledge, and skills are analyzed. In a final section, the author discusses implications of the study for various issues including theory-based administration, administrative style, survival vs. leadership, urban complexity, leadership acquisition, behavior modeling, and collaboration between researchers and practitioners. (JG)

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A DAY IN THE LIFE OF BERKELEY SUPERINTENDENT DICK FOSTER: AN EVENT ANALYSIS

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EA 006 826

Prepared for proposed presentation at the Annual Meeting of the American Educational Research Association, Washington, D.C., 1975.

Appreciation is expressed to Harry F. Wolcott, Center for the Advanced Study of Educational Administration, University of Oregon, who provided inspiration and comments on the draft. Suggestions by Ellen Herda-Jensen, Mt. Diablo Unified School District, California, are also gratefully acknowledged.

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The research in educational administration is replete with prescriptive data and conclusions. However, most of the empirically based literature provides a relatively limited amount of data describing a large number of subjects and situations in the field. Descriptions of events are limited. Means of adding to the sparse descriptive literature is to study one administrator, in detail, over a period of time.

Harry F. Wolcott's path breaking ethnographic research project in educational administration focused on a single school principal.[1] It resulted in a richly detailed case study describing the principal as a person, his school and community, his formal and informal encounters, daily routines, his roles as perceived by others, and a day in his life. The research was descriptive rather than theoretical as is this study. The Wolcott study was the touchstone of this much narrower (in time and scope) research project.

Wolcott defined ethnography as "the selective recording of human behavior in order to construct explanations of that behavior in cultural terms . . . an account of the way of life of some special human process . . . or some particular group of people."[2]

The purpose of this study is to observe, record, describe, and analyze the behavior of an urban superintendent in his setting. The approach will be ethnographic in that the subject's behavior will be described and analyzed in cultural as well as other behavioral terms.

Many researchers and readers find it overwhelming to deal with all details of administrator behavior over long periods of time. Therefore, the investigator spent all of one day with Dr. Richard Foster gathering fifty-eight handwritten pages of field notes describing the Berkeley Unified School District Superintendent, his

setting, and all persons who came into contact with him. Dozens of other documents were also gathered and analyzed.

Major focal points are reflected in the research questions.

Q1 What did the superintendent do in this day in his life?

Q2 What was the setting which influenced his actions?

Q3 What norms and values were in evidence?

Q4 What observable roles did the subject fill?

Q5 What observable professional awarenesses, knowledge, and skills did the superintendent display?

Q6 What were each of the events and interactions that comprised the subject's day?

Q7 What were the frequency of his roles, interactions with categories of people, and general use of his time?

Methodology

Anthropoligical field research is based upon selective observation, recording, description, and analysis by a trained observer of events as they actually occur in a chosen setting. Morris Zelditch, Jr. says that a field study is not a single method gathering a single kind of information. He suggests three elements of a field study: "enumeration to document frequency data; participant observation to describe incidents; and informant interviewing to learn institutionalized norms and statuses."[3] These three methods were utilized in this study, although non-participant observation is more accurate than participant observation in explaining the approach of this investigator.

Selection of Dick Foster and Berkeley was based upon a semi-distant professional acquaintance of the investigator with the superintendent and his work in Berkeley and elsewhere. He appeared to be a likely subject. None of the other superintendents considered for

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the study appeared to be particularly "representative." Unique features came into focus for each of the five administrators that were considered. I had previously talked with and/or observed Dr. Foster on approximately ten occasions at meetings or events in the Berkeley area, in Oregon, and in Washington, D.C. over a period of eight years. Further previous impressions of him came from numerous observations of his work, conversations with others about the Berkeley schools, a few publications and other writings by him, publications about him, and the general "feel" of his influence in Berkeley, in the Federal Government and in the general field of education.

Because these bases left me with a generally favorable impression of Dick Foster as a leader in education, I did all I could to counter any bias I might have during the research. Since bias is the main threat to any observation, I attempted to record every event in detail that I saw rather than record only selective incidents. I worked for objectivity in viewing his effects during the observation and in the analysis of the data. The same was true for the writing of this paper and all other phases of the project.

Access to Dick and his Berkeley setting was accomplished by a June 1973 telephone call to him at his office, which is approximately forty freeway driving minutes away from my campus office. On my third attempt he was in and I generally explained that I wanted to "shadow" him during a "representative" day at work to take notes and write my observations. After some questions he agreed and we decided that I would telephone him in the fall for a specific day. I called him in October and he suggested "the day after tomorrow."

Data gathering was accomplished primarily by penciling field notes of as many observations during the day as I could write. I

also informally interviewed Berkeley secretaries, administrators, teachers, the Rockefeller Intern, and the subject during that day and subsequent days to determine norms, statuses, and background information.

It was possible to examine all of the subject's incoming and outgoing correspondence including mail, memos, and school district forms. Every incoming and outgoing telephone call was directly observed. I followed the superintendent every second of the day, with my notebook, trying to be as unobtrusive as possible.

In that community and school district there have been many previous reporters, interns, and visitors accompanying the superintendent in various situations. I was asked only twice, and Dick Foster was asked only four times, about my presence during his face-to-face encounters with different people. He also volunteered the reason for my presence five other times. Each time it was briefly explained that I was "shadowing" him to do a research study of a superintendent. Three of those times he referred to me as "his shadow." My presence, therefore, probably produced minimal if any, changes in Dr. Foster's behavior or the behavior of many others.

Background that I brought to the study likely helped ease my entry with various citizens, teachers, and administrators who were observed. Dick Foster knew that I had been an administrator in both an urban and a rural public school system. Although this was my first research project employing anthropological field techniques, I had completed previous sociologically and political science based studies and had two more currently in progress. Assisting other investigators with several other sociological and political behavior research projects also provided some methodological transfer value

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for the Foster ethnography. Teaching at four universities, a year in the U.S. Office of Education in Washington, D.C., and recent consulting experiences in the San Francisco Bay Area urban schools, districts, and communities also influenced my perspective in Berkeley data gathering and analysis.

The only formal training in anthropological research methodology the investigator experienced was by Frank Lutz, Laurence Iannacconne, Louis Smith, and Howard Becker at a three day American Educational Research Association training session in Chicago, February, 1968.

Setting for Community, School District, Staff, and Students

Berkeley is a city of 120,000 population in the middle of the four and one-half million San Francisco Bay Area residents. Neighboring Oakland and "The City" at the other end of the Bay Bridge are visible to many readers as is a major segment of the Berkeley community, the University of California. Diversity of thought, background, and life styles reaching well beyond the University is a well documented aspect of the communities' life. A very large percentage of relatively well educated people of many ethnic persuasions is evident.

To understand that the community is multi-cultural, multi-racial, and of divided opinion on most major issues (the divisions of opinion seldom run along ethnic lines) helps a resident or observer understand reality in this place and time. Some have tried to explain much of the cities' formal and informal political activity along "radical" (sometimes two or three "radical" groups appear on one issue), "liberal", "moderate", and "status quo" preserving lines. As coalitions form and fade and as issues come, go, and sometimes

persist, political identities blend and fade or stand out sharply in unusually dynamic fashion. This is one of the several major differences between Berkeley and other urban communities. In many ways Berkeley is representative only of itself. In other ways, including urban problems, it is representative of many U.S. cities. It is a very dynamic, diverse, and often intense setting for many community functions including formal, informal, private, and public education. Controversy often thrives in various segments of community concern including education.

The public school district reflects its community in many ways as do most school systems. Most of the communities' diverse aspects are found affecting the schools for better and for worse. Approximately 15,000 students are enrolled in the kindergarten through Grade 12 district, which is led in policy by an elected (at large) seven person board of directors. As in many, but not all, urban districts these seven persons have the responsibility for appointing, retaining, and dismissing their executive officer, the district superintendent.

At the time of this detailed one day study on Thursday, September 20, 1973, Dick Foster was well into his fifth year in the Berkeley superintendency. His pro-active style of administration had been marked by many perceived successes, problems, changes and, predictably, much controversy. His predecessor as superintendent, Neil Sullivan had been perceived to have many of the same type of events although there were fewer changes of substance inside the schools. Sullivan is best remembered for leading the nationally publicized de-segregation bussing project, making Berkeley the first totally de-segregated public school system in the country. Inte-

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gration in earnest started in the Sullivan years and continued with Foster as superintendent.

Integration of students, classified staff, faculty members, and administrators at all levels had been and remained a high priority goal and operation by Foster, the school board, and many persons inside and outside of the school system in the community. Another Foster administration landmark was, and continued to be, alternative schools.

Integration inside schools and inside classrooms in Berkeley is more evident than in most American cities. Racial conflict, although present, was not as prevalent as idealogical and political conflicts in the district, reflecting the community as a whole.

Dr. Foster's Reaction to the Study

My major editing of the draft was completed in the spring of 1974 at California State University, Hayward, in the San Francisco Bay Area, and in the summer of 1974 at the University of Washington in Seattle. I mailed Dick a copy of the first draft before anyone else saw it. We had agreed during the September 20, 1973 data gathering that he would read and react to the draft before it went elsewhere.

His reaction by mail and during a later meeting was generally favorable. He expressed surprise at the recorded detail, the accuracy of the study, and at the volume of his own activities during the day.

CHRONOLOGY OF THE DAY'S ENCOUNTERS FOR THE SUPERINTENDENT

7:00 a.m. Emergency meeting at the Claremont Hotel to deal with the strike called last night by the school bus driver's union. Present with Dick were the district assistant superintendent for administration and the district business manager.

8:00 a.m. Breakfast meeting at the Claremont Hotel to plan for instructional projects in the district. Present were the district Title I director (a Federally financed project, under the Elementary and Secondary Education Act, designed to provide compensatory education for disadvantaged students), and the current Rockefeller Administrative Intern, (one of a rather elite group of minority persons who are selected by the Rockefeller Foundation for development to fill positions of major responsibility in urban education. Each works with two leading administrators across the country. Berkeley and Dick Foster have had a total of four in recent years.)

8:14 a.m. The district assistant superintendent for instruction arrived.

8:48 a.m. The hotel public address system announced "Dr. Richard Foster call the operator." He went to the nearest public phone in the lobby to talk with the district business manager who was in the County District Attorney's office. They discussed the strike and their strategy.

8:58 a.m. Dick telephoned the district bus supervisor at the bus garage to arrange a meeting there.

9:02 a.m. Dick returned to the breakfast table and briefed the people with whom he had been talking until the meeting was interrupted. The strike and the bus garage meeting were explained.

9:04 a.m. On the way out of the hotel with the Rockefeller Intern and the investigator he greeted and quickly passed the time of day with a University of California psychiatrist.

9:06 a.m. Dick drove the three people out of the hotel parking lot in his personal car toward the bus garage. The conversation on the way centered on the strike.

9:13 a.m. Upon arrival at the bus garage a conversation and agreement on strike resolution and bus procedure was reached with the district bus supervisor and the business manager.

9:20 a.m. Dick, the Rockefeller Intern, and the investigator got back into his car and drove to the district administration building (frequently referred to by Dick and others as "1414 Walnut Street"). The discussion was of strike tactics and family members.

9:31 a.m. Upon arrival at the administration building the first stop was in the district public information director's office. Dick talked with her and then briefed two reporters from different TV stations about the strike, then did an on camera interview with one of them and a camera man.

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9:35 a.m. Dick went across the administration building courtyard to his office to receive information on various items from his secretary and receptionist.

9:37 a.m. He went back into the courtyard for an interview with another TV reporter and camera man on the strike.

9:39 a.m. He returned to his office to tell the receptionist who he wanted to see.

9:40 a.m. He picked up a paper he had previously written from his desk and handed it to his secretary.

9:41 a.m. He walked back across the courtyard to the district public information officer's office to discuss more about the strike with her and a district principal.

9:45 a.m. He returned to his office and asked his receptionist to get the district's legal counsellor on the phone. They discussed an attendance law technicality.

9:47 a.m. Dick cancelled a 10:30 appointment with his public information director who walked into the lobby of his office, after complimenting her on last night's strike activities.

9:48 a.m. He read some papers on his desk.

9:50 a.m. He briefed a school board member on the strike by phone that his receptionist had called.

9:53 a.m. He asked his receptionist to call another board member. She answered the call and Dick briefed her on the strike.

10:04 a.m. Another telephone briefing with a third board member.

10:07 a.m. Dick's secretary came in and they discussed three items in his 'in-basket'.

10:09 a.m. A district administrator called and they discussed an upcoming tennis tournament they planned to play in. Then they discussed a check for several thousand dollars from the Rosenburg Foundation of San Francisco.

10:15 a.m. Another board member's call was put through and another briefing on the strike took place.

10:17 a.m. He read some mail that was brought in by the secretary.

10:20 a.m. He said to the Rockefeller Intern who had accompanied him through most of the morning, "Let's go to the coffee room."

10:21 a.m. Walking across the courtyard he saw the district assistant superintendent for administration and they discussed something about students.

10:22 a.m. Arriving at the classified staff coffee room he greeted eight district secretaries and clerks. He casually briefed them on the strike and a number of jokes and anecdotes from previous strikes were exchanged.

10:34 a.m. Dick and the Rockefeller Intern stood up and left the room and walked back across the courtyard to his office. Greetings with "hands on" are exchanged with two people on the way.

10:38 a.m. In his office he asked his receptionist for the Berkeley City Police Chief. The chief came on the phone and they shared a problem of coordinating school children walking and riding to and from school in automobiles.

10:41 a.m. Dick asked his secretary for the public information director. He was told she would like to come in the next morning at 7:30 with some people from San Mateo and an architect who "wants to look at the facilities."

10:43 a.m. The district public information director came in his office for a quick interchange on the next day's planned meeting with the San Mateo people.

10:47 a.m. The district director of federal projects came in to ask about the previous night's school board negotiations with the bus drivers union negotiator.

10:49 a.m. The district assistant to the superintendent came in to discuss the strike and tell Dick he was going home sick.

10:51 a.m. The Rockefeller Intern commented on the strike and the phone rang with the school board chairman on the line. Another strike briefing took place.

10:53 a.m. Dick asked the secretary to get another board member on the phone and then dictated two memos, on the dictaphone, to district administrators and a thank you letter to the Rosenburg Foundation for their grant.

10:56 a.m. Another school board member on the phone discusses the strike and they agree to a meeting the following week.

10:58 a.m. The district public information director came in with a telegram from the Berkeley school board to California's governor urging him to sign a bill.

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10:59 a.m. Dick dialed the phone to talk with the Certificated Employees Council chairman and the assistant superintendent for instruction on a conference call. They discussed an instructional issue.

11:01 a.m. Dick told the Rockefeller Intern that the assistant superintendent said "the schools look smooth."

11:02 a.m. Dick read a flyer from Washington, D.C. and his secretary came in to discuss a chapter he is writing for a book edited by a U.S. Office of Education administrator.

11:05 a.m. Dick had the receptionist get the district cable TV (Federally supported) project director on the phone to discuss strategies on the project and the resignation of the U.S. Commissioner of Education.

11:10 a.m. Dick returned a call to a woman who runs a child center in Berkeley to discuss bussing. At the close of the conversation he transferred her call to the district school bus supervisor.

11:12 a.m. He asked his secretary to get Oakland Public School District Superintendent on the phone, and then dictated a memo to a man asking for support on a Federal funding project.

11:15 a.m. He received a call from a school board member he had briefed on the strike earlier. He said only "O.K.", and then dictated a note to the district business manager.

11:16 a.m. After two more dictated memos, he received a call from a San Francisco TV reporter arranging an interview. He dictated a memo and a letter.

11:20 a.m. He told the Rockefeller Intern that a Federal agency request would have to be low priority (holding a letter of request).

11:23 a.m. He received a call from a Certificated Employees Council officer - American Federation of Teachers, representative to discuss an upcoming meeting and negotiation.

11:29 a.m. A telephone call from another school board member to discuss the strike.

11:31 a.m. Looked at the day's mail.

11:32 a.m. He answered a call from the district bus supervisor to discuss bussing priorities.

11:35 a.m. He dictated a memo declining an invitation to a superintendents' work conference and told the Rockefeller Intern that their 1963 meeting was not good.

11:37 a.m. A district psychologist came in to discuss a conference in London and a research proposal she had begun. She also asked Dick for a letter of recommendation since she planned to leave the district. They discussed an article she was writing. Dick's recommendations on the funding proposal closed the discussion.

12:01 p.m. Dick and the Rockefeller Intern went to the superintendent's conference room for a strike strategy session and lunch was brought in from a restaurant. Already seated around the table were the newly appointed district personnel director, the business manager, the assistant superintendent for administration, and the assistant superintendent for instruction. Law suits, negotiations, and the strike were discussed. The public information director came in three minutes later.

12:09 p.m. Dick was called out of the meeting by his secretary for an on camera TV interview.

12:13 p.m. After the interview he was called to the phone to talk with a district principal.

12:14 p.m. Dick returned to the strategy meeting where the administrators coordinated their strike information sources and negotiation strategy. They agreed to meet the next morning and closed the meeting after Dick's synthesis and summary.

1:55 p.m. The others left the room with Dick, the Rockefeller Intern and assistant superintendent for instruction remained to discuss an upcoming teacher grievance procedure hearing.

2:02 p.m. The secretary handed Dick a note on a later meeting, and Dick and the Rockefeller Intern discussed a conflict between two administrators.

2:06 p.m. Back in his office, Dick greeted an executive officer of the county language arts association. The man asked for permission to raise funds in the district, and Dick referred him to the certificated and classified employee association officers.

2:14 p.m. He dialed (Bill Stinson) to arrange the meeting the following morning at 7:00 a.m., then read some bussing charts.

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2:24 p.m. He answered a call from a CBS man and explained the strike.

2:25 p.m. As he walked across the courtyard to the public information office, he greeted three people warmly. He spoke quickly about the strike to the public information director.

2:27 p.m. Dick returned to his office to dictate two more letters.

2:28 p.m. The classified employees association chairman came in to discuss the strike.

2:33 p.m. His secretary came in to discuss a chapter for a book he was writing.

2:38 p.m. He asked the secretary to get the administrative assistant at the district's university laboratory school on the phone, then looked at his mail.

2:40 p.m. He dialed a citizen to return a call and found that the man was out. He left a message that "Dr. Foster called back."

2:41 p.m. He signed several letters, answered a call and referred the caller to another administrator, and returned to reading his mail.

2:44 p.m. He greeted the attorney from the bus drivers union who was in the lobby picking up some written information, and continued with his mail.

2:47 p.m. The district personnel director came in to discuss a teacher evaluation policy.

2:50 p.m. The discussion was interrupted by a call from a San Francisco radio station man to ask about the strike. He then took a call from his wife to discuss when he would be able to go home that night.

3:02 p.m. The secretary entered and asked if he wanted to move his 5:00 meeting of the day up to 4:30. Dick's reply was, "Love it."

3:03 p.m. He read a paper from the Berkeley Federation of Teachers, dictated a memo to them, and to the Certificated Employees Council president.

3:04 p.m. His secretary buzzed him on the office intercom to discuss an upcoming meeting, as well as a letter to the Berkeley Federation of Teachers, and came in a minute later with some written information and a memo to the assistant superintendent about the BFT item.

3:07 p.m. A teacher from a district alternative school came in to discuss a legal question at his school, and to discuss the program at his school.

3:14 p.m. Dick was interrupted by a phone call from a citizen who opposed the Berkeley schools' integration by bussing policy. He politely disagreed with the caller.

3:19 p.m. The Rockefeller Intern came back after a one and one-half hour absence. The conversation with the teacher resumed and they closed by agreeing to talk again if needed.

3:30 p.m. A Hewlitt-Packard computer sales consultant and the district business manager came in to discuss a computer hardware - software lease renewal and a new computer. Negotiations on price started and finally closed with Dick's request to have the company president call him.

3:43 p.m. Dick received an intercom message from his secretary.

3:44 p.m. Two girls' counselors from Berkeley High School arrived to talk about funding and support for their proposal of a new project for single mothers.

3:58 p.m. As the counselors left, his phone rang, with an Oakland newspaper reporter asking for predictions on the strike.

4:03 p.m. The district business manager called him with a message. His only comment was, "O.K.".

4:05 p.m. The receptionist called and told him a board member he wanted to phone was not in. He returned to his mail.

4:10 p.m. Dick phoned a San Mateo administrator to discuss an extended day high school funding proposal.

4:12 p.m. He saw the public information director and walked out to the lobby to talk with her about the strike.

4:13 p.m. A man and a woman teacher from an Asian studies program in the district came in to discuss their program and resolve some conflict over its operation.

4:32 p.m. As they left, Dick walked out to the lobby, greeted five people, and entered the superintendent's conference room.

4:35 p.m. Three administrators who worked together arrived, at the invitation of one, in a late effort to have Dick help resolve an obviously major and bitter conflict between the other two. As mediator, Dick used a series of clinically tested conflict management techniques with them. They finally agreed to a plan and to meet weekly until it was settled.

5:55 p.m. He checked with his secretary on the next day's schedule and looked at some messages on his desk.

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6.01 p.m. He drove the investigator back to the Claremont Hotel parking lot. The conversation focused on the day and tennis.

6:15 p.m. After dropping the investigator off at the hotel, he drove to his home, located five houses up the street. This was one day he did not follow his weekly average of three or four working nights away from home.

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BREAKDOWN NUMBER AND ORDER OF THE SUPERINTENDENT'S ENCOUNTERS

Dick's nearly endless series of encounters with people on this day was considered typical (in number) of other working days in the district and in his office. A notable skill that he displayed was to immediately focus in and then focus out to move to other people, issues, problems, tasks, meetings, etc. To use an analogy, the superintendent was somewhat like the juggler with a great many balls "in the air" at a time who could focus on just one at a time at will.

During this eleven and one-quarter hours he experienced one hundred and thirty-seven encounters with eighty different people. He had only two group meetings with over four people. One was with eight and one with seven people.

Encounters With People*	Number of Encounters
Assistant Superintendent for Administration**	5
Title I Compensatory Education Director**	1
Rockefeller Administrative Intern**	12
The Investigator for this study	5
Assistant Superintendent for Instruction**	3
Downtown telephone operator	1
Business Manager**	5
School Bus Supervisor**	3
University of California Psychiatrist	1
Public Information Director**	7
TV reporter	1
TV reporter	1
TV camera man	1
The Superintendent's Secretary**	15
The Superintendent's Receptionist and District Telephone Operator**	9
TV reporter	1
TV camera man	1

Encounters With People*	Number of Encounters
Principal**	1
District's lawyer	1
School Board member	1
School Board member	1
School Board member	2
District administrator**	1
School Board member	1
8 secretaries and clerks**	8
2 people (May have been BUSD personnel)	2
City Police Chief	1
CBS reporter	2
Federal Project Director**	1
Assistant to the Superintendent**	1
School Board member and chairman	2
School Board member	1
School Board member	1
Certificated Employees Council chairman**	2
Cable TV Project Director**	1
Child care center director	1
San Francisco TV reporter	1
CEC-American Federation of Teachers Officer**	1
Psychologist**	1
Personnel Director**	2
TV reporter	1
TV camera man	1
Principal**	1
County Language Arts Association esecutive officer	1
A citizen	1
Berkeley newspaper reporter	1
3 people (May have been BUSD personnel)	1
Citizen	1
Caller	1
Bus drivers union attorney	1
San Francisco radio reporter	1
The Superintendent's wife	1
A citizen	1
Alternative school, "The Growing Mind" teacher**	1
Citizen	1
Hewlitt-Packard Computer sales consultant	1
Girls' counselor**	1
Girls' counselor**	1
San Mateo administrator	1
Asian Studies teacher**	1
Asian Studies teacher**	1
5 people (May have been BUSD personnel)	5
District level administrator**	1
Principal**	1
Vice-Principal**	1
80 total	138 total
28 District personnel	90 District personnel
52 Other people	48 Other people

* In order of encounter with the Superintendent on September 20, 1971, 7:00 a.m. to 6:15 p.m.

** All are Berkeley Unified School District personnel.

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ROLES FILLED BY THE SUPERINTENDENT

This particular day for the superintendent in Berkeley was largely influenced by a school bus driver's strike that was called by their union's vote the night before. Strikes and other crises, both expected and unexpected, are usual enough in the community and its schools to dominate approximately one-third of the superintendent's six day per week working days. He vacationed only a few days each year.

Many other diverse experiences of planning, managing, maintaining, and leading the affairs of the school district that could happen on almost any day were carried out despite the strike. Dick's attention to correspondence and some previously scheduled meetings with individuals and groups were postponed so that he and his colleagues could deal with the strike.

The superintendent's roles during the day were shaped by the unanticipated combination of a time consuming crisis and more usual business. He filled at least 15 major roles in the day that began typically in terms of the hours he spends on the job, and ended at 6:15 instead of at the end of night meetings that often continued to 10:00 or midnight, three to five nights per week. In eleven and one-quarter hours Dick's roles included:

Crisis Manager - 121-1/2 total minutes, 28% of formal working day.

Telephone conversation at Claremont Hotel with Berkeley Police Chief to coordinate safety and automobile transportation during strike. 3 minutes.

Telephoned district associate superintendent for administration from Claremont Hotel to coordinate strike resolution efforts. 3 minutes.

Coordinated with district school bus chief and business manager on strike plan. 7 minutes.

Coordinated with the district public information director on strike. 4 minutes.

Convened and lead meeting in superintendent's conference room with school district personnel director, business manager, public information director, associate superintendent for administration, associate superintendent for curriculum, and Rockefeller Intern for strike resolution planning, strategy, and coordination. 114 minutes. Dick left the meeting for two minutes to be interviewed by a TV camera crew in the outside courtyard. Lunch was brought in from a restaurant for all participants during the meeting.

Convened and participated in meeting in superintendent's conference room with associate superintendent for curriculum and Rockefeller Intern to plan for an upcoming teacher grievance procedure hearing. 4 minutes.

Telephoned an attorney from his office to discuss strike strategy and legal bases for action. 3 minutes.

Cancelled a later meeting with district public information director.

Received telephone call from Berkeley Gazette newspaper reporter to tersely explain bussing policy in the district. 1-1/2 minutes.

Received telephone call from CBS radio man to cordially discuss and explain strike. 2 minutes.

Talked easily with classified employees (drivers, secretaries, cooks, custodians, aides, etc.) and association president who came to his office about strike proceedings. 3 minutes.

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Received telephone call from school board chairman to discuss strike. 1 minute.

Telephoned district Federal projects director to discuss strike. At 11:05 a.m. this was the firsttime Dick closed his office door. He opened it after the call. 2 minutes.

Received telephone call from San Francisco radio station man and breezily discussed strike with him. 2 minutes.

Talked closely with district personnel director about a formal appeal by a former teacher for back pay. 5 minutes.

Talked informally with district public information director about strike. 2 minutes.

Received telephone call in his office from an Oakland Tribune newspaper reporter, cordially explaining the strike and declining to predict the time of its settlement. 5 minutes.

Interpersonal Conflict Management - 99 total minutes, 23% of working day.

Talked with Asian Studies teachers in the district who came to his office at his request. Dick praised part of their written report on an Asian learning project and suggested re-writing the rest to avoid backlash. Midway the heavy conversation went upbeat and they finally agreed on what it would take to make the project succeed. 19 minutes.

Met with three district administrators and supervisors in a session in his office. All were black (as are nearly half of the people Dick saw that day) and one of them, a district level administrater had requested the meeting. Dick was to try to resolve a very deep and bitter conflict between the male principal and a woman vice-principal. Dick very skillfully tried at least six

different observable techniques to help resolve the conflict. He tried rewards, pressure, an appeal to black pride, and clinically tested resolution techniques to reduce the obvious lack of trust and hostility. They agreed to try two specific suggestions by each of the combatants and by the district administrator. They also agreed to Dick's suggestion to all come in weekly to review the week with him until peace is restored. A closing agreement was made to "keep this problem between the four of us and no one else." Dick said, "Black leadership teams can't fail. A lot of people would like them to fail." 80 minutes. The formal working day in his office ended there at 6:01.

Maintainer of the Organization - 19 total minutes, 4% of working day.

Received telephone call in his office from a mother with a question on her child's bus schedule. Dick referred her to the district transportation supervisor. 1 minute.

Received telephone call from a board member that he briefed earlier on the strike. He listened and said only, "O.K.", and then dictated a related message into his dictaphone for the business manager. 3 minutes.

Received American Federation of Teacher local officer's (a Berkeley district teacher) telephone call to discuss an upcoming meeting. Dick asked if he was on the record or off the record on several occasions. He reacted accordingly while continuously taking careful notes. 4 minutes.

He took time for his first and only visit during the working day to a restroom. 1-1/2 minutes.

Talked with personnel director who came into his office to discuss a teacher evaluation policy. 3 minutes.

Received telephone call in his office from a man who asked about a district policy. He responded while simultaneously leafing through an unrelated document. 3 minutes.

Received a telephone call in his office from a parent who suggested getting rid of racial integration in the schools. He said, "I understand your point of view. It isn't ours and it isn't mine but I respect it." 1 minute.

Received telephone call from the district business manager in his office. He listened and said only, "O.K.". 1-1/2 minutes.

Walked from his office out to lobby to talk with district public information director about an instructional matter. 1 minute.

Complimenter

Complimented TV reporter on recent show.

Complimented district public information director on her action during the previous night's strike announcement.

Complimented district assistant to the superintendent on his handling of children during the first morning of the strike.

Complimented Rockefeller Intern on idea.

Complimented a San Francisco TV station reporter by telephone on her recent program.

Complimented a teacher on his work at his school.

Complimented a citizen on his help to the district.

Tension Reliever

Relieved tension with humor and/or support in 15 to 20 conversations throughout the day.

Automobile Driver - 33 total minutes, 8% of working day.

Drove Rockefeller Intern and investigator from Claremont Hotel

to district bus garage. 8 minutes.

Drove Rockefeller Intern and investigator from bus garage to district administration building. 11 minutes.

Drove investigator from administration building to Claremont Hotel. 14 minutes.

Drove himself from Claremont Hotel to his home five houses up the street. 1/2 minute.

Future Event Planner - 32-1/2 total minutes, 8% of working day.

Planned for upcoming instruction project with district assistand superintendent after seeing him walking across district administration building outdoor courtyard. 2 minutes.

Planned for series of tasks in his office with the district assistant to the superintendent. 2-1/2 minutes.

Received telephone call in his office from Certificated Employees Council (teachers, counselors, some administrators, etc.) president to discuss request for meeting. 2 minutes.

Called district assistant superintendent into his office to discuss CEC request or explained above. 2-1/2 minutes.

Met with teacher in his office to discuss a possible lawsuit by parents on a playground incident and the use of the swimming pool at another school. The teacher is from a school for neurologically handicapped and mentally retarded students named "The Growing Mind." They also discussed the district's investment in the school. 7-1/2 minutes.

Received information that came into his office from his secretary and receptionist periodically throughout the day. 9 minutes total.

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Received telephone call from the director of district's Federally funded TV cable project in his office to discuss the project and the resignation of the U.S. Commissioner of Education, as well as Dick's accurate prediction of his successor. 5 minutes.

Telephoned a man in the San Mateo Union High School district (across the Bay) from his office. He said jokingly, "Are you alive?" They discussed a proposal by the San Mateo man that featured an extended day program. Dick closed with, "Send me a one or two page proposal." (He seldom reads proposals longer than two pages. 2 minutes.

Information Giver and Clarifier - 30 total minutes, 7% of working day.

Briefed district associate superintendent for curriculum, Federal Title I Director, and Rockefeller Intern at Claremont Hotel breakfast on strike. 3 minutes.

Briefed Rockefeller Intern further during automobile ride from Claremont Hotel to district bus garage on strike. 8 minutes.

Clarified strike and negotiation plans with district public information director. 4 minutes.

Held approximately one dozen 1/2 to 8 minute conversations throughout the day with Rockefeller Intern on various topics. He was with Dick for approximately three-fourths of the day. Dick also exchanged information.

Telephoned school board member from his office to brief him on strike. 2 minutes.

Telephoned another board member from his office to brief him on strike. 1-1/2 minutes.

Telephoned board chairman from his office to brief her on strike. 3 minutes.

Telephoned another board member from his office to brief him on strike. 1-1/2 minutes.

Telephoned another board member from his office to brief him on strike. 3 minutes.

Briefed district secretaries and clerks in district administration building coffee room on strike. 2 minutes.

Telephoned another board member from his office to brief her on strike. 3 minutes.

Briefed associate superintendent for instruction and Rockefeller Intern in his office on computer price and price negotiations. 1/2 minute.

Information Seeker

Telephoned from his office the school district lawyer for legal interpretation on student attendance law technicality. 2 minutes.

Exchanges information frequently with Rockefeller Intern (see Information Giver and Clarifer role).*

Interviewee - 8 total minutes, 2% of working day.

Responded to questions about the strike from a newspaper and a TV reporter in the district public information director's office. 3 minutes.

Did on camera interview with a TV camera crew on the strike in the district administration building courtyard. 1 minute.

Answered telephone taped questions on the strike in his office from a CBS reporter. 2 minutes.

*Double and triple simultaneous roles are not reported. The perceived predominant role is reported in all cases unless specifically noted.

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Left meeting to do an on camera TV interview in courtyard. It was done at the reporter's request after she received district public information office information on the strike. Most of the interviewers received the majority of their strike information from the district public information director. 2 minutes. See elsewhere under Crisis Manager role.

Author - 8-1/2 total minutes, 2% of working day.

Discussed a book chapter he is writing with his secretary in his office. 3 minutes.

Discussed same book chapter with his secretary in his office. 5-1/2 minutes.

Responder to Requests - 47 total minutes, 11% of working day.

Discussed a recommendation request and support for a funding project proposal request with a district psychologist who came to his office. 12 minutes.

Talked formally in his office to the director of the county language arts association who is seeking support for a fund raising drive in the school district. Dick referred him to the classified and certificated employees association leaders. 8 minutes.

Talked with two young girls' counselors from Berkeley High School in his office regarding request for help on an $8,000 funding proposal to run a school project for single mothers. He suggested names of officers at four private foundations. They asked if he would "endorse" their efforts and he said, "If I like it (the written proposal), I certainly will." 13 minutes.

When the working day ended at 6:01 in the superintendent's conference room, Dick said to the investigator, "Let's go, Wade, I'll

drop you off at the Claremont." The conversation in the car focused on background of the day's events, general politics in the community, and Dick's game of tennis as the Claremont Tennis Club's number six ranked player. (This is referred to elsewhere under Automobile Driver Role.) 14 minutes.

Informal Negotiator - 12 total minutes, 3% of working day.

Talked with the district business manager and a sales representative of a large, locally based computer vending company. Alternatives in computer hardware and software were discussed and they came down to price. Dick's probe and tough counter-offer on price reflected what many would call an extremely hard line. Telephone interruption from the school chairman wanting the latest report on the strike took two minutes. Negotiations resumed and ended at that time with Dick stating that he wanted to check with the company president, who lived in Berkeley. 12 minutes.

Greeter, Harmonizer, or Socializer - 17 total minutes, 4% of working day.

Exchanged greetings with Berkeley psychiatrist on way to Claremont Hotel parking lot. Introduced Rockefeller Intern and the investigator, whom he referred to as "my shadow." 1 minute.

Discussed strike, over coffee, at district administration building's coffee room with secretaries and clerks. 6 minutes.

Greeted, shook hands, and exchanged "laying on of hands" with five separate people on way across district administration building outdoor courtyard. 1-1/2 minutes.

Repeated above with various people in the same courtyard three other times during the day. 5 minutes.

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Received telephone call from his wife in his office. He joked about the day and told her he could go home for dinner that night, "when I can get out of the office." 1-1/2 minutes.

Greeted five or six people while walking through the lobby outside his office. 2 minutes.

Greeted attorney for bus drivers union who came into lobby to pick up regulations and other printed material. The man did not come into the office where Dick was sitting at his desk.

Responder to Correspondence and Initiator of Correspondence

All incoming and outgoing correspondence is listed later.

RELATIONSHIPS

Persons involved in the first 7:00 a.m. meeting of the day were pulled together and "solidified" by an "outside" event: the school bus drivers strike. Dick's 8:00 a.m. hotel breakfast meeting with staff members to discuss school district instructional projects also showed a major task orientation despite the participants' comfortable feeling, humor, and enjoyment of each other. Some common concerns and shared values about high quality instruction and special concern at the time for "black kids and poor kids" were evident. Agreement on all except a very few points was reached.

Dick appeared to be very grim only once in the day. His telephone conversation with the district business manager regarding bus driver strike information resulted in easily observable tension. His brief conversation in a hotel parking lot minutes later was cordial and easy with a Berkeley psychiatrist. Dick still occasionally consults as a licensed clinical psychologist despite his administrative time pressures.

A closeness and enjoyment of each other as persons and professionals was evident throughout the day between Dick and the Rockefeller Administrative Intern. Personal and professional insights flowed between the two and the few disagreements on points were as natural in appearance as their frequent agreements. The intern had been in Berkeley for only about a month.

With others, Dick also displayed an obvious facility to disagree with them, while making it clear he respected the integrity of their opinion. Only three exceptions were noted during his one hundred and thirty-eight encounters with people during the day.

A pronounced cohesion between Dick, the district school bus supervisor, and district business manager was noted during their various meetings. To determine how much of the cohesion was produced by the bus strike and how much was created in day-to-day working relationships was not possible.

In many conversations with the district public information director he calmed, supported, complimented, joked, exchanged ideas, agreed on procedure, and shared information with her. She informed him on several occasions and apparently felt free to be open about both positive and negative aspects of her role on this day.

With the twelve media people he dealt with, except one, he was professionally cordial. He was very efficient and to the point of business on all occasions. He was personally cordial on a two way basis with more than half of these men and women from TV, radio, and newspaper sources.

Dick's easy and matter of fact treatment of the few questions that were raised by others about the presence of the investigator apparently had the effect he intended. His manner with many others

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helped convey that it was "O.K." to have a stranger taking notes in the most casual way and in the most serious situations of the day.

In his sytematically initiated telephone calls to Berkeley's school board members he was to the point of business, with little or no further time expenditure with all. He was also personally cordial and/or humorous with several. With each of these people he was neither deferent nor even slightly condescending. This was typical of all of the day's encounters. Some may describe this as talking "straight across" to people rather than "up" or "down."

His relationship with his secretary and his receptionist was marked by a closeness and openness. To observe the esteem of these three people for each other was easy during their frequent encounters during the day. He later explained that his secretary and his wife were his very competent editors and critics "for nearly all" of his publications and speeches.

An ability to tune in and tune out and transfer to many people and situations during the day was displayed. In only one of one hundred and thirty-eight encounters it appeared that he was not giving the other person his full attention. This occurred during a telephone conversation. His ability to engage and fully involve people he was talking with was clearly evident to the investigator. Continuous energy and intense interest along with frequent ebullience were also observable.

Dick was able to move rapidly from reading and answering correspondence to people and telephone conversations. In the classified employees coffee room, the climate between Dick and the various secretaries and clerks could be described as fun, easy, and rather precise regarding the communication about the bus strike.

Cohesion regarding the strike appeared here also.

In some brief encounters around the administration building "1414 Walnut Street," Dick exchanged greetings with various people which were sometimes direct and polite, and were often warm and cordial. An exchange of "hands on" frequently accompanied verbal greetings. In a few cases Dick held out his hands, palms up, and the usual response of the person he was greeting was a slap of both hands or gripping one or both hands. In only one case was it obvious that the person being greeted didn't feel like responding with a touch of hands. It may have been that Dick was testing the feeling toward him by some of the people he greeted with palms up and out.

Dick's apparently close and mutual high trust working relationship with a district teacher (half-time American Federation of Teachers Union field representative) was typical of his relationship with many people despite their "adversary" roles on specific issues and problems. Dick and the AFT field representative spoke on the phone informally when they could and went formal when they needed to. "Are we official or unofficial?" he asked on three occasions. After getting clarification of this question, he would proceed. He took careful notes during the "official" parts of the telephone conversation. The conversation concluded with an "agreement on this griever."

A district psychologist who came in, by appointment, for support on a conference exchange of ideas on a research project, and a written recommendation for a future assignment outside of the school system, left Dick's office with the support and a clear direction for obtaining the recommendation. Beyond this, the two

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of them held an animated discussion of research methodology and sources of funding. Dick had obviously remained current in his technical and conceptual research design expertise.

The lengthy meeting with his administrative cabinet over lunch at mid-day was, by any standards, a most productive work session. With a multi-cultural, multi-ethnic community, school district student population, and faculty, staff, administrator makeup, the ethnic composition of this and other groups appeared to be incidental to the working relationship and the task at hand.

Dick is white, as are the assistant superintendent for administration, the assistant to the superintendent, and the public information director. The business manager, assistant superintendent for curriculum, and Rockefeller Intern are black. The new personnel director is Asian. Only the public information director is a woman. Three white, three black, and one Asian cabinet member closely approximate the percentage of races that make up the population of Berkeley.

OTHER RELATIONSHIPS

The strike produced a climate of solidarity in the meeting from the start between all except two of the administrators who showed various signs of tension, subtle friction, and possibly a hidden agenda between them. After the meeting, Dick explained his hopes that the two administrators would be able to deal with each other and work out much of the relationship to their mutual satisfaction. Dick had convened the meeting and chaired it in a way to insure that all suggestions and concerns from each participant were heard. Background information, legal technicalities, documents, and

strategy were discussed. Support and involvement and laughter at humor was evident in most parts of the meeting by all or nearly all participants. Up until this meeting Dick had drawn on research three times in his summary of the strike and the cabinet's plans to help resolve it. Dick then clarified individual assignments of everyone in the room except the investigator. His easy, but task oriented manner of throwing out his own ideas for reaction by other cabinet members, receiving ideas from them, and facilitating the cohesion of the group was evident. When agreement on strategy and individual assignments was reached, people started getting up to go elsewhere until only Dick, the Rockefeller Intern, and the investigator remained in the room.

Dick's phone conversation with one particular newspaper reporter was cool and slightly strained in contrast to the eleven other media people he spoke with easily and often warmly.

Compliments were exchanged easily between Dick and numerous other people. Various means of support was also frequently exchanged during the day.

Dick was cordial and warm with an alternative school teacher who came in to discuss a problem and direction of the school. The man was "hang loose", "hip" and professionally knowledgeable. His sandals, beads, colorful blue jeans, blue jeans type vest, and greying beard gave him an appearance similar to a segment of Berkerley's population. There was no doubt that Dick and the man were together on this meeting's topics and would get together again when either saw a need.

Occasionally Dick's quick and sure closure on the task at hand at the beginning of a conversation appeared to startle some people.

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This was usually done subtly, but it was unmistakable to some people. It obviously comes from the need to manage time for more than one hundred tasks and people to be dealt with on this, and on most other days.

Dick was tolerant in listening to a phone call from a parent who wanted to end the Berkeley integration of schools and students. Both explained their points of view and Dick ended the conversation by saying, "I understand your point of view. It isn't ours and it isn't mine, but I respect it."

First names were used by Dick and those he spoke with in more than ninety per cent of all encounters. Only on three or four occasions did he refer to himself as Dr. Foster when making phone calls. All other times it was "Dick Foster", or "Dick." In face-to-face encounters, all or nearly all who knew him previously called him by his first name.

His encounter with the Hewlett-Packard sales representative was characterized by his hard, tough stance on negotiating cost and services. The consultant left feeling as good as possible about a superintendent who was obviously going to negotiate the best possible price for the school district's major investment. Dick's invitation to him to "Have Bill Hewlett give me a call", (the company president who resided in Berkeley), at once let the consultant know an agreement was very possible, but would likely result in a thin margin of profit for the company.

Two young, "hip" girls' counselors reinforced the investigator's view that Dick maintains an almost amazing rapport with the great diversity of people and opinions in his professional life. The meeting ended with everyone laughing.

A man and a woman who teach Asian studies in the district were initially spoken to with great care when they came in the office at Dick's prior invitation. He started by saying, "Your in-house report is fine. However, the outside report to the board, or me, or someone else in public must be re-written. The names have got to be taken out. You've got to avoid all the grievances and all the heavy accusations." At this point, both people were tense. As the conversation continued the man relaxed in approximately two minutes. Seven minutes later the woman started to relax and the conversation started to become positive. They then discussed making the project succeed. Power, ego, habit, manipulation of people, manipulation of administrators were discussed and agreed upon or deplored. They moved close to agreement and Dick put compromise in context with an example from Jefferson-Hamilton which helped allow the new nation to form. It ended with Dick holding both hands out, palms up, and the two teachers responding as he hoped.

As three administrators from the district came into the conference room to discuss a conflict between two of them the tension and hostility was apparent. The meeting was convened by the third, who hoped Dick could contribute to resolution of the conflict which was causing major problems in the school where the combatants serve as principal and vice-principal. The convener of the meeting was a district level administrator. Dick's skillful use of many conflict resolution techniques may have had some effect. At the end of the one hour and twenty minute session, Dick's comment was: "Black administrative teams can't fail." He pointed out that a lot of people would be happy to see one fail. He briefly discussed the consequences surrounding the continued hostilities. All three

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participants in the session agreed to follow Dick's suggestion to meet weekly together for a progress report and more specifically agreed upon efforts until the conflict was resolved. The district level administrator's confidence in Dick's help in the face of a very grave, and perhaps unsolvable, problem was evident. That Dick was the only white among three black people appeared only incidental to the situation.

The relationship between Dick and the investigator seemed to be one of mutual confidence from the beginning of the day. Dick's openness and willingness to share and candidly discuss all aspects of his day was largely a result of his own well founded confidence and security in himself, his professional roles, and his setting. This evidently influences his relationships with most of the people in his professional life. At some point he has become able to readily allow many people to see who he really is as a person and as a professional. In so doing, he often finds out who these people really are.

Dick seems consciously to model most of the behavior that he expects and often demands of others. It is almost always clear where he stands and where others stand with him. This directness is valued by many and condemned by others.

He influences the attitudes and behavior of many teachers, administrators, theorists, citizens, and students in Berkeley. His influence extends across the country to other educators, to professors and researchers, to students of administration and organizational behavior, to foundation and public funding agency officers, and to those with positive and negative feelings and thoughts about him.

Dick gives the impression that he fully understands most of his relationships with the great diversity of people he works and lives with. He is apparently prepared to enjoy, cope, endure, or change those relationships.

DICK'S PRIVATE OFFICE

His wood paneled office is tasteful and not "overdone." It helps convey many messages that undoubtedly influence his relationship with people who come in to talk regularly or once in a lifetime. The art display is of nature, children, African, and multi-racial harmony subjects that would appeal to a wide audience of people. The 12 x 12 foot office is smaller than most U.S. urban superintendents maintain and does not overwhelm. The small desk, medium priced carpet, live palm plant, and bookshelf with approximately forty-five volumes adds to the impression of the visitor. A color photograph of a black baby and a white baby intently looking at each other is close to a new, and frequently used, dictaphone on the rear wall shelf. One office door opens to the outer carpeted lobby where Dick's receptionist meets people coming in through the outside door. Next to the receptionist is his secretary's enclosed, private office, a few feet from his office door. Dick's office contains no "secret" inner office where he could work out of sight of everyone. This is a feature of many urban superintendents' offices. His waste basket at mid-morning on this day is three-fourths filled, perhaps from yesterday or last night. The desk is approximately half clear. He can easily talk with people from behind, on the side, or in front of his desk. Four chairs, semi-comfortable, other than his desk chair are available. Larger groups can be met in the superintendent's conference room, with a large table and fifteen chairs. It

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is approximately twenty feet directly across the lobby from the door to his office.

Dick's office bookshelf also reveals something of himself. Most of the forty-five volumes are professional. Curriculum, teacher education, equality of educational opportunity, supervision, child development, children's thinking, Profiles of the Administrative Team by the American Association of School Administrators, a book treating ways of changing colleges by Harold Taylor, some Berkeley Unified School District published volumes labeled "April Objectives," creativity, a handbook published by the American Educational Research Association, books on black history, Association for Supervision and Curriculum Development and AASA yearbooks, and two books on futurism are among the topics and titles.

INCOMING CORRESPONDENCE FOR THE DAY

One hundred and fifty pieces of mail for one day is a high average for the Superintendent, according to his secretary. Three dozen pieces of mail is a low average. On this September Thursday, he used time between encounters with people and telephone calls to read and respond to the day's correspondence. He did finish processing most, but not all of the items. The complete list of the day's incoming correspondence was:

A letter from the Executive Director of the Arizona School Administrators Association requesting Dick to speak at a future conference.

A letter from a Rosenburg Foundation officer notifying the Berkeley District that a decision to fund a school proposal had been made.

A letter from the Seattle-King County Convention and Visitors Bureau making a bid to hold an Association for Supervision Curriculum Development national meeting in their city.

A letter from the Berkeley Federation of Teachers Union President asking for clarification of teacher self-evaluation forms.

A copy of the newsletter Social Change from the NTL-Institute for Applied Behavioral Science.

A letter from the Richmond, California Unified School District attempting to coordinate with Berkeley USD people.

A letter from a Berkeley Unified School District substitute committee member on the Asian-American Curriculum Committee.

A letter from the California College of Arts and Crafts Student Teacher Director requesting assignment of two student teachers in Berkeley schools.

A letter from the manager of the California Bilingual-Bicultural Task Force notifying BUSD of a potential financial award for projects.

An agenda for the upcoming meeting of the Berkeley Recreation Commission.

A memo from another BUSD district level administrator concerning minimum hourly wage legislation. The secretary sent carbon copies to several other central office administrators.

A memo from the Director of Special Education Housing, Franklin Elementary School with a request for added classroom space.

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A memo asking for suggestions by a parent in the district.

A carbon copy was sent to a woman who teaches in the district.

A letter from a Junior High School principal in New York State requesting new materials for school health curriculum development.

A twenty-eight page mimeographed document from a professional association.

A teenagers self test.

An Association for Supervision and Curriculum Development mimeorgraphed regional call to action, explanation of programs, and calendar of events.

A memo from an agency called KARE asking for some time and assistance.

A foundation study commission status report.

A letter from Casa de la Raza requesting a meeting.

A memo to the District Assistant Superintendent for Administration from the Berkeley USD Project Director of Experimental Schools asking about the U.S. Office of Education budget (referred to Dick by note).

A letter from a California university professor asking for a letter of recommendation.

A letter from a group of teachers requesting a meeting.

A printed flyer from a Washington, D.C. firm.

A letter and brochure from the Far West Regional Education Laboratory.

Several more memos and notes.

A lengthy document.

Some salary charts and tables.

A twenty page dittoed paper.

OUTGOING CORRESPONDENCE FOR THE DAY

Dick used the dictaphone to answer correspondence and send letters, memos, etc. between encounters with people throughout the day. On this day he wrote no messages or letters by hand. He signed some correspondence. The complete list of the day's outgoing correspondence was:

A paper he had written the day before.

A telegram to California's Governor from the BUSD Board of Education urging him to sign a specific bill.

A memo to a Federal official on a federally funded project requesting support and asking for return information.

A letter to a Seattle public school administrator thanking him for support on the national ASCD meeting.

A memo to a parent in response to his/her correspondence.

A memo to the principal of Washington Elementary School asking him to deal with Richmond USD on a joint project.

A letter declining participation in a national superintendent's conference.

Some notes from the mid-day bus drivers strike planning session.

A memo to the BUSD Certificated Employees Chairman thanking her and clarifying a position on grievance procedures.

A letter to a school administrator in Central Point, Oregon, asking for more information regarding his request to have Dick give the keynote address at a meeting in that community.

A letter to the Executive Director of the Arizona School Administrators Association discussing his invited participation in a meeting.

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A letter to a BUSD principal congratulating him on helping obtain a Rosenburg Foundation grant.

A memo to the district business manager asking him to come in and discuss a letter from a personnel commission.

A letter to a Rosenburg Foundation officer thanking him for the financial grant that was awarded to BUSD.

A memo to the BUSD TV project director regarding the project's budget.

A letter to four district administrators discussing teacher contract legalities.

A letter to the Berkeley Federation of Teachers Union president clarifying his position and points of agreement on teacher self-evaluation forms.

A memo to the district personnel director asking him to work out arrangements on a joint project with the Richmond USD.

A letter to a school PTA president thanking her for support on the child care center.

A memo to the District Assistant Superintendent for Instruction (as suggested to Dick by the Emerson Elementary School principal) to have him be sure all elementary students affected by the bus strike are asked to telephone parents from school to form car pools. A carbon copy went to the District Public Information Director.

A memo to the District Assistant Superintendent for Administration discussing the district's follow-through on a Cosa de la Raza request for a meeting. A carbon copy went to the BUSD Director of Experimental Schools. Attached was a Foster explanation of technical aspects of the U.S. Office

of Education budget. Also attached was a program contract approval, four pages of related procedures, and a program contract change request form.

INCOMING TELEPHONE CALLS FOR THE DAY

All calls are screened by Dick's receptionist as all correspondence is screened by his secretary. Many calls are referred to his administrator colleagues, school board members, his secretary, and other persons judged most appropriate by the receptionist. The complete list of the day's incoming calls routed to the Superintendent were:

Before 7:00 AM. Calls related to the emergency administrators meeting to discuss and coordinate the bus drivers' strike-initiated problems (received at home).

8:48 AM. Call over hotel public address system requesting he call the district manager back. He returned the call to discuss the bus strike (received at the Claremont Hotel).

10:02 AM. Call from a vice-principal to discuss BUSD grant just received from the Rosenburg Foundation.

10:43 AM. Call from CBS reporter to discuss strike.

10:59 AM. Call to District Certificated Employees Chairman and Assistant Superintendent for Instruction on conference call to discuss negotiation procedures.

11:10 AM. Return of a call to a woman who runs a child center to discuss bus runs and refer her to bus supervisor for the district.

11:23 AM. Call from Certificated Employees Council officer and half-time AFT field representative to discuss upcoming meeting.

11:32 AM. Call from District Bus Supervisor to discuss transportation adjustments.

12:13 PM. Call from the chairman of a teacher organization.

2:22 PM. Call from newspaper reporter to discuss strike.

2:24 PM. Call from CBS man to discuss strike.

2:42 PM. Call was referred to someone else after listening for fifteen seconds.

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2:50 PM. Call from San Francisco radio reporter to discuss strike.

2:52 PM. Call from his wife who determined he would be able to go home that night for dinner.

3:09 PM. Call from parent. (10 seconds).

3:14 PM. Call from parent who wanted to end BUSD integration.

3:31 PM. Call from School Board Chairman to discuss strike.

3:58 PM. Call from Oakland newspaper reporter to discuss strike.

4:03 PM. Call from District Business Manager. Dick said only O.K.

OUTGOING TELEPHONE CALLS FOR THE DAY

Most calls were placed by Dick's receptionist at his request. He dialed directly only five times.

Before 7:00 AM. Calls to arrange emergency administrator's meeting to discuss and coordinate the bus drivers' strike-initiated problems (placed from his home).

8:48 AM. Called District Business Manager to arrange meeting at bus garage with bus supervisor.

9:48 AM. Call to attorney to discuss legal aspects of attendance and strikes.

9:50 AM. Call to school board member to brief him on strike.

9:56 AM. Call to school board member to brief her on strike.

10:04 AM. Call to school board member to brief her on strike.

10:05 AM. Call to school board member to brief him on strike.

10:38 AM. Call to Berkeley Police Chief to coordinate safety for elementary school students during strike.

10:56 AM. Call to school board member to brief him on strike and discuss upcoming meeting.

11:05 AM. Call to district cable TV project director to discuss project strategy, U.S. Commissioner of Education's resignation and speculate (accurately) on his unnamed successor.

11:10 AM. Returned call to a woman who runs a child center to discuss transportation during the strike.

11:12 AM. Attempted to call Dr. Marcus Foster, Oakland USD Superintendent, who was out of the office.

11:15 AM. Call to school board member to discuss strike.

11:30 AM. Call to a district guidance consultant.

2:14 PM. Call to a citizen to discuss strike.

2:39 PM. Call to a professional colleague to compliment him.

2:40 PM. Attempted call to a citizen. Left message, "Dr. Foster returned his call."

4:10 PM. Call to a San Mateo Union High School District administrator to discuss a proposed extended school day program.

SUMMARY AND IMPLICATIONS

Many administrators become preoccupied with survival in their jobs to the exclusion of providing leadership to change and improve and to plan the future for their organization (schools, districts, agencies, and "shops") and clients (students and communities). This "survival at all costs" often takes the form of fighting fires as they arise, dealing with symptoms (the infamous "band-aid mentality" of many critics of practicing administrators) while ignoring or postponing attention to causes. Total reliance on problem solving of the moment and reacting rather than sound analysis-planning--and follow through of high priority goals and tasks is all too common. Descriptive catch phrases such as, "Don't rock the boat," "I run a right smooth ship," might mean any positive change is dependent on organizational drift or people organizing their efforts to act in spite of the administrator.

While many administrators unconsciously fight a rear-guard campaign and become major barriers to change, for better or worse, there are many more that believe that individual and organizational adaptation should parallel or even help lead inevitable change in communities, the educational enterprise, and society. Some of

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these administrators are convinced that the knowledge base for understanding and for action is continuously developing and worth utilizing. Others rely on an intuitive feeling base, but this is often a copout for avoiding homework and theory. In very rare instances an intuitive administrator will be perceived as effective by many even though he cannot explain why, or do very much to help develop leadership and administrative knowledge and skills in their colleagues.

Problem solving and"fire fighting" are a reality in every superintendent's life, but its emphasis does not have to be top-heavy. This is demonstrated daily by a growing number of superintendents who think of this as an alternative form of survival on the job.

Casual observers, skilled observers, his remarkably large number of friends and supporters, and his larger than usual number of detracters can all clearly see where Superintendent Richard A. Foster is on this question. His penchant for leadership and planning-initiating-conducting change has helped increase the number of friends and supporters and number of detracters he lives with. He is, in short, a risk taker and is therefore controversial with people of differing ideas and viewpoints. He appears to thrive on this style of administration where a person with less knowledge and fewer skills might avoid or even fold under the circumstances.

In an era where the national average of urban superintendents is approximately two years, according to American Association of School Administrators figures, Dick remained as the Berkeley school chief five years before he left at the end of the 1973-74 year. He turned in his resignation to the School Board during the spring of 1972-73, but many district teachers, administrators, and citizens,

along with certain board members, prevailed upon him to remain one more year. He has frequently said that, "Any superintendent who is doing very much will probably build up about ten percent enemies in his community each year." With five years, Dick sees himself as no different than anyone else. "It's time to move." Before Berkeley, he had been superintendent in a relatively conservative San Francisco suburban community, San Ramon, for four years. Prior to that he was superintendent in the less conservative suburban Jefferson Elementary School District, located next to South San Francisco. He remained there as superintendent for eight years.

Today's urban scene is becoming more difficult for administrators to lead and survive in. Diversity of opinion, cultures, norms, values, results of schooling, support for education processes and technique is personified. People are becoming more demanding, articulate, and politically skilled at enforcing their desires. In big cities there are more people with more positions on issues and more potential numbers to support a given course of action.

One obvious consequence of this for administrators is that every time a visible school policy or operational decision is made, many people are pleased. At the same time, many people are displeased or angered. Some of those know how and will put together the means to combat actions and decisions that they oppose. So, it is possible to draw effective support and opposition simultaneously for any school district decision or action.

Berkeley is fairly representative of many cities except that the collective political interest and skill level is unusually high among its citizens. It has several strong factions on almost every community concern, including education. Very competent, decent, and

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student-community oriented administrators across the country have experienced heavy political support and fire at the same time.

This begins to explain why the average urban superintendent remains in position approximately two years rather than longer, as was the case a few years ago. It could be argued that Dick's pro-active leadership style was the chief factor in his much longer than average "survival" as an urban superintendent. His many bases of support that resulted further explain the situation. So do the remarkable number of human and other resources he can bring to his aid for leadership and/or survival purposes. The ability to get things done through other people is an art-science that has not escaped this man.

In the middle 1970's no urban superintendent can be ordinary (in the conventional low profile, "don't rock the boat" sense) and be very effective or even survive for two years or more. The data from this research indicates that Dick Foster is at least as extra-ordinary as the school system and community he served for five years.

FURTHER REFLECTIONS

The previously stated observation that Dick is much more rational and theory based than intuitive is testable. He can explain even the most complex events, concepts, and sequences to those who are interested. He can explain why some things succeed as planned and why others don't. He can explain the theory and help others learn and develop as he applies it.

This superintendent is a man for most, if not all, occasions. He appears natural while engaged in many segments of education and community activity, smooth and angry situations, street talk, tech-

nical behavioral science research language and jargon, conversations with the eloquent and urbane, conversations with the reticient and tongue-tied, and the myriad of other situations and roles of his job.

He is accomplished at being both independent and interdependent as the situation and judgment suggests. "Going it alone", or as a team member trying to utilize each member's strengths and weaknesses appear to be natural behavior for him.

The previously discussed point of his stype of administration, priority, setting, and ratio of reaction-leadership can be summarized by a comparison. Many people administer by attending to any problem brought to their attention unless they are already engaged with a problem of higher priority. Dick does not usually follow this pattern. Instead, he sets priorities and directions to be pursued. When he varies from this, it is a conscious and deliberate choice.

Perhaps any administrator who can draw upon a special body of knowledge and set of unique skills to a position significantly increases his/her options and self-determination. This may be a partial explanation of the Foster style and behavior. If this refuels the "Flying by the seat of the Pants vs. Specialized Training for Administrators" controversy, I will be delighted. The vagaries of individual personality occupying administrative posts is no longer a luxury that most communities can afford when the alternative of well trained administrators is available. Leadership results from such men and women are much more predictable by administrator selection groups and decision-makers in an era when administrator selection is becoming increasingly crucial. To hire administrators who do not thoroughly understand and have skills to affect social processes in which they are engaged has proven to be a

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disservice to student, communities, colleagues, and the appointees themselves.

An administrator who comes to the complexities of an urban setting should be thoroughly screened to determine if his level of conceptual, technical, and human skills will allow him a chance to succeed. To think of anyone with a knowledge and skill level very far below that of Dick Foster for the superintendency in Berkeley, Seattle, Chicago, Baltimore, and other cities, is to contemplate an unnecessarily negative situation for thousands of children, young people, and adults. Those who cling to technical skills, no matter how completely developed, without conceptual and human skills invite major trouble in practice or in urban administrator selection. Dick Foster and the late Marcus Foster of Philadelphia and Oakland, and other outstanding urban administrators have demonstrated to many that excellence in human and conceptual skills can make a major difference in learning opportunities for children, young people, and communities.

It is true that some men and women bring a better natural facility for leadership to their jobs than others. In most urban systems, the range of superintendents runs from outstanding effectiveness to ineptness that is difficult for community members and professionals to understand. Thoughtful administrator selection, retention, and dismissal, coupled with pre-service and continuous in-service training, can do much to make schools work as they are intended to work. As the overall quality of administrator performance increases, the number of marginal to "dead wood" position holders can be decreased. Recent advances in administrator training and selection are a reality. When combined with the will,

political skills, and courage to act by personnel decision-makers, many urban, suburban, and rural school situations can be significantly improved. Instead of being rendered helpless by the limitations and barriers they face, more administrators can capitalize on the human potential of their communities and schools. In creating a sense of purpose among a majority of those with whom they deal, they can often turn reality to advantage. "Fostering" creativity (no pun intended) is infinitely more complex than stifling it as Wolcott[4] and others have pointed out.

To point out that researchers have a lot to say of value to practitioners is a statement of the obvious to the writer. So is the equally valid contention that administrators have much to say to researchers. Because practitioners and theorists need each other so much, it is gratifying to note that some of the long standing rift is now being bridged by some of the better practitioners and researchers in administration. This would be a very healthy trend for the clients of both "camps."

Footnotes

[1]Harry F. Wolcott, The Man in the Principal's Office: An Ethnography, Holt, Rinehart and Winston, Inc., New York, 1973.

[2]Harry F. Wolcott, "An Ethnographic Approach to the Study of School Administrators," Human Organization, Vol. 29, No. 2, Summer 1970, pp. 115-122.

[3]Morris Zelditch, Jr. "Some Methodological Problems of Field Studies," American Journal of Sociology, Vol. 67, 1962, pp. 566-576.

[4]Harry F. Wolcott, op cit.

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